RICHARD H GETTYS MIDDLE 105 Stewart Drive Easley, South Carolina 29640 6-8 Middle School GRADES ENROLLMENT 1,322 Students Doug Limbaugh 864-855-8170 PRINCIPAL SUPERINTENDENT Dr. Mendel Stewart 864-855-8150 BOARD CHAIR Mr. Dan Sharpe 864-878-3847 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 21 16 0 0 IMPROVEMENT RATING: **BELOW AVERAGE** ADEQUATE YEARLY PROGRESS: Z This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Average	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

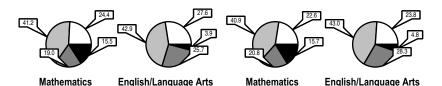
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

Advanced
Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient
Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Below Basic
Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st Day of To.	1	/ %	/	/ °`	/	% Proficient and Advanced	Performance Objective	Participation Objective M
All Students	sh/Langua 1,309	ge Arts - 8	State Peri 27.5	ormance 42.9	Objective 25.7	3.9	39.3	Yes	Yes
Gender	1,505	33.3	21.0	42.3	20.1	5.5	33.3	163	163
Male	643	99.8	36.6	40.4	20.8	2.2	31.5		
Female	666	100.0	19.2	45.2	30.2	5.5	46.4		
Racial/Ethnic Group									
White	1,099	99.9	23.8	43.7	28.2	4.2	42.9	Yes	Yes
African-American	166	100.0	49.7	41.3	9.0	0.0	15.5	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	40.0	30.0	23.3	6.7	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	1,100	99.9	21.0	45.4	29.0	4.5	44.5		
Disabled	209	100.0	63.8	28.7	6.9	0.5	10.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,309	99.9	27.5	42.9	25.7	3.9	39.3		
English Proficiency	0.5	400.0	57.4	40.0	440	0.5	00.0	1/0	1/0
Limited English Proficient	25	100.0 99.9	57.1 27.0	19.0 43.3	14.3 25.9	9.5 3.8	23.8 39.5	I/S	I/S
Non-Limited English Proficient Socio-Economic Status	1,284	99.9	27.0	43.3	25.9	ა.გ	39.5		
Subsidized meals	507	100.0	41.7	42.8	15.1	0.4	22.8	Yes	Yes
Full-pay meals	802	99.9	19.3	43.0	31.8	5.9	48.8	162	162
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Mathematics - State Performance Objective = 15.5%									
All Students	1,309	99.9	24.3	41.2	19.0	15.5	46.4	Yes	Yes
Gender									
Male	643	99.8	28.2	38.9	19.5	13.4	43.8		
Female	666	100.0	20.7	43.3	18.5	17.4	48.8		
Racial/Ethnic Group									
White	1,099	99.9	21.0	41.3	20.8	16.9	50.2	Yes	Yes
African American	166	100.0	47.1	41.3	7.1	4.5	20.0	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	26.7	40.0	20.0	13.3	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	1,100	99.9	19.0	41.3	21.5	18.2	52.9		
Disabled	209	100.0	54.3	40.4	4.8	0.5	10.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,309	99.9	24.3	41.2	19.0	15.5	46.4		
English Proficiency									
Limited English Proficient	25	100.0	33.3	38.1	14.3	14.3	38.1	I/S	I/S
Non-Limited English Proficient	1,284	99.9	24.2	41.2	19.1	15.5	46.5		
Socio-Economic Status									
Subsidized meals	507	100.0	38.6	45.0	9.4	7.0	25.7	Yes	Yes
Full-pay meals	802	99.9	16.0	39.0	24.6	20.5	58.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

PACT PERFORMANCE BY GRADE LEVEL											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced				
		Englis	sh/Langua	age Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 6	436	100.0	29.7	39.7	26.3	4.3	30.6				
Grade 7	393	99.7	23.6	49.2	25.0	2.2	27.2				
Grade 8	494	99.8	25.1	48.8	24.2	1.9	26.1				
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 6	479	100.0	36.0	36.8	23.2	4.0	27.2				
Grade 7	438	100.0	25.7	45.4	24.8	4.2	28.9				
Grade 8	392	99.7	21.4	50.9	24.8	2.9	27.7				

			Nathemat	ics			
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	436	100.0	22.0	36.4	23.9	17.7	41.6
Grade 7	393	100.0	24.4	40.7	21.1	13.8	35.0
Grade 8	494	100.0	24.4	49.4	18.6	7.7	26.3
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	479	100.0	23.0	39.6	22.8	14.7	37.4
Grade 7	438	100.0	25.0	39.6	18.1	17.4	35.4
Grade 8	392	99.7	27.9	44.4	15.1	12.5	27.7

Richard H Gettys Middle				3901004	
School Profile					
SCHOOL PROFILE	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School	
Students (n= 1,322)					
Students enrolled in high school credit courses (grades 7 & 8)	57.2%	Up from 50.2%	23.2%	14.6%	
Retention rate	3.0%	Up from 2.2%	2.0%	3.0%	
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	96.2% 6.3%	Up from 95.8%	96.0% 4.5%	95.9% 5.7%	
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		3.8%	5.3%	
Eligible for gifted and talented	22.1%	Down from 22.9%	23.1%	14.3%	
On academic plans	N/AV	N/AV	N/A	N/AV	
On academic probation	N/AV	N/AV	N/A	N/AV	
With disabilities other than speech	16.1% 4.8%	Up from 15.5% Down from 4.9%	12.1% 2.9%	13.9% 4.2%	
Older than usual for grade Out-of-school suspensions or	3.6%	Down from 4.2%	1.1%	0.9%	
expulsions for violent &/or criminal offenses	3.0%	DOWN HOIN 4.2%	1.170	0.9%	
Annual dropout rate	0.0%	No change	0.0%	0.0%	
Teachers (n= 84)					
Teachers with advanced degrees	59.5%	Up from 52.2%	53.1%	48.7%	
Continuing contract teachers	90.5%	Up from 88.9%	87.5%	81.7%	
Highly qualified teachers** Teachers with emergency or provisional certificates	92.0% 2.5%	N/A	91.3% 3.8%	90.4% 5.3%	
Teachers returning from previous year	92.3%	Up from 89.8%	87.0%	85.1%	
Teacher attendance rate	95.9%	Down from 96.3%	94.8%	94.8%	
Average teacher salary	\$42,642	Up 1.8%	\$41,505	\$40,566	
Prof. development days/teacher	11.4 days	Up from 10.6 days	10.2 days	11.0 days	
School					
Principal's years at school Student-teacher ratio in core subjects	8.0 24.0 to 1	Up from 7.0 Up from 23.0 to 1	5.0 22.4 to 1	3.3 21.3 to 1	
Prime instructional time	91.4%	Up from 91.2%	89.2%	89.3%	
Dollars spent per pupil*	\$5,410	Down 2.5%	\$5,651	\$5,821	
Percent of expenditures for teacher salaries*	63.9%	Down from 64.0%	62.7%	61.8%	
Opportunities in the arts	Good	No change	Good	Good	
Parents attending conferences	80.7%	Down from 97.6%	94.0%	95.0%	
SACS accreditation	Yes	No change	Yes	Yes	
Character development program * Prior year audited financial data are reported.	Excellent	N/A Our District	Good	Good	
Highly qualified teachers in low payorts	choole**	93.6%		ate 0%	
Highly qualified teachers in low poverty Highly qualified teachers in high povert		93.6% N/A		0% 1%	
riigiiiy quaiilieu teachers in high povert	y 30110013	State Objectiv		Objective	
Highly qualified teachers in this school	**	65.0%		es	
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^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Student attendance in this school

95.3%

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gettys Middle School has had a very good year this year. Now in our seventh year as a middle school, we serve 1340 students in grade 6, 7, and 8. Students continue to receive ninety minutes of instruction daily in mathematics and language arts. Students receive ninety minutes of social studies and science instruction two days per week and forty-five minutes of each on Fridays. The students have the opportunity to take exploratory arts classes during an additional two forty-five minute classes each day. Approximately one-half of our student body is involved in some form of fine arts instruction daily. In addition, we offer Spanish I, French I, Algebra I, and keyboarding to eighth grade students for high school graduation credit. Many of our students are involved in extra-curricular sports programs through either Gettys Middle School or Easley High School. Our chorus, band, and strings groups perform two programs each year for the school and community.

This year our school has successfully completed accreditation renewal through the Southern Association of Colleges and Schools. We have also completed the strategic planning component. In addition, we have been involved in Partnerships with a Purpose training that will enable us to utilize community resources of other agencies in meeting the goals and objectives set by our School Improvement Council and Parent, Teacher, and Community Organization.

During this year, our character education committee has developed a program for character education that will be continued for several years at GMS. Based on the Six Pillars of Character Model, our character education traits will be embedded throughout the curriculum. Posters for the walls and videos for special character education emphases will complement the program. The traits emphasized were based on the results of surveys given to the students with additional input from the faculty, staff, and parents.

Gettys Middle School was once again recognized as a Good school according to the State Department of Education Rating. Although our test scores improved slightly, we hope to show more gains on the recent PACT administration. We continue to encourage our parents to be involved at GMS and to share ideas that will help us continue to improve.

Doug Limbaugh, Principal

Beth Fincher, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	82	319	117				
Percent satisfied with learning environment	64.2%	66.9%	71.9%				
Percent satisfied with social and physical environment	65.0%	70.8%	61.4%				
Percent satisfied with home-school relations	65.4%	86.7%	59.1%				
*Only students at the highest middle school grade level at this school and their p	arents were includ	led.					